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BOOK NOTES AND REVIEWS

STORY, ESSAY AND VERSE. By Charles Swain, Thomas and Gilbert Paul. The Atlantic Monthly Press. Boston. \$1.50.

This book is a sequel to "Atlantic Prose and Poetry," a volume prepared by Messrs. Thomas and Paul as a reading book for the Junior High School. The newer volume is designed for college freshman classes and for advanced high school students. A present tendency in the teaching of English is to approach the classic through the modern. This volume offers such approach to the three types of literature named in the title.

All the selections have been drawn from the pages of *The Atlantic Monthly* and reflect the high standard of literary excellence set up by that magazine. The variety of the selections may be indicated by quoting a few of them with their authors. Story: "A Pretty Quarrel," by Lord Dwnsarny; "Little Kaintuck," by Margaret Prescott Montague; "The Return of Mr. Squem" by Arthur Russell Taylor. Essay: "Ethics and Morals," by Ellery Sedgwick; "The Evolution of a Gentleman," by Samuel Crothers. Verse: "The Bells of Peace," by John Galsworthy; "Yellow Warblers," by Katharine Lee Bates; "A Suburb Express," by Chester Firkins.

To high school and college teachers who face the problem of introducing the more modern note into the regular class work, this book with the variety and high literary character of its selections, its interpretative notes and comments, and its moderate price will offer a welcome solution. Teachers who prefer to supplement the work in the classics with outside readings from modern literature will find the book an excellent source of material.—R. P.

PUBLIC EDUCATION IN KENTUCKY. A report by the Kentucky Educational Commission. Published by the General Education Board. 1921.

The searching eye of inquiry and investigation has been turned on the public school system of Kentucky. This bulletin is the official report of the findings. The General Education Board has rendered a real service to educational administration in bringing to light the educational situation in the Southern States of Virginia, North Carolina, and now in Kentucky. The school committeemen who always "stand pat" have been given a shock in these reports that may jar them sufficiently to make the long hoped for dream of the friends of public schools a possibility. Not that those in charge of these surveys have consciously or unconsciously tried to be shocking, but they have been free and untrammled to present conditions exactly as they were found, and the conditions found are shocking.

In Kentucky, as in other Southern States, the school organization in state, county, and local unit is antiquated, loose, inefficient. School funds are unprotected, direction of school affairs is left largely to chance, school equipment is lacking and houses are not only out-of-date but equally unsanitary and unsafe. The qualifications of the teaching force are insufficient and the quality of work done by them consequently of an unsatisfactory order. Viewed from the angle of one who knows what the requirements are for making educational opportunities possible for country children, the situation in this state seems to be about the same as the condition to be found throughout the South as a whole.

That this is a fact one can substantiate by making a few comparisons of statements found in this Kentucky report with those found in the North Carolina study. On page 11 of the Kentucky report appears the statement: "Kentucky's state board of education was created in 1838, and was then and still is composed of ex officio members." In the North Carolina report, page 83, it is stated, "it (the Constitution) provided, in addition, for an ex officio state board of education."

To show how the political bodies in Southern States do not pursue a consistent policy with school authorities, the Kentucky report, on page 12, states, "at one time the general assembly confers powers (on the state board of education), at another takes them away." On page 84 of the North Carolina report is the statement, "the general assembly has never hesitated to add to or subtract from the powers actually exercised by the state board of education."

The similarity of schoolhouse construction appears in the statement about Kentucky, page 72, "the great majority of rural schoolhouses—approximately nine out of ten—are one-room, box-like structures," and about North Carolina, page 14, "The older one-room buildings are one-story, box-like structures."

That conditions in the city schools are not entirely satisfactory is evidenced by such statements as in the North Carolina report, page 21, that, "Probably three-fourths of all the city schoolhouses of the state, especially those for colored children, should, for sanitary and other reasons, be replaced," while the sentence from the Kentucky report, page 84, reads, "the cities need to have a large part of their old buildings replaced, and in most instances completely new facilities for colored children."

But one need not weary the flesh by piling up evidence. On page after page these reports give concrete evidence that educational conditions, throughout certain sections of the South at any rate, are nearly iden-